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ABSTRACT

Decline in student enrollments in a given subject area may be due to a variety of factors. It may, for example, result from poor student understanding of the potential course and program offering; it may result from inadequate program promotion; it may stem from inadequate understanding of business education courses and sequences by guidance personnel; it may be the result of inadequate imagination and program development on the part of the business and education staff. The performance of every teacher is important to the business department. Classroom performance is undoubtedly the most critical factor in maintaining and building student interest and enrollments. An interesting class with meaningful learning activities will usually cause students to clamor for your course offering. Show students the career potential of a vocational sequence, and there is likely to be even greater interest. This bulletin attempts to provide ideas for promoting better program understanding on the part of school personnel, parents, and students. It may generate a variety of activities which you have been considering but which now deserve your more immediate effort. (Author)

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GUIDANCE AND PROMOTION IN BUSINESS EDUCATION

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Bureau of Business Education
Albany, New York 12230

BULLETIN NO. 204

GUIDANCE AND PROMOTION IN BUSINESS EDUCATION

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
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September 1975

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Introduction

Decline in student enrollments in a given subject area may be due to a variety of factors. It may, for example, result from poor student understanding of the potential course and program offerings; it may result from inadequate program promotion; it may stem from inadequate understanding of business education courses and sequences by guidance personnel; it may be the result of inadequate imagination and program development on the part of the business education staff.

Every business education teacher wants the program to be effective for as many students as possible. But attracting students to business education or any other subject area doesn't "just happen" without a concerted staff effort. Check with a nearby school that has "enrollment bulges" in a given course or program and you will find that an all-out effort has been made to attract students and that students are aware of the values received.

The performance of every teacher is important to the business department. Classroom performance is undoubtedly the MOST CRITICAL FACTOR in maintaining and building student interest and enrollments. An interesting class with meaningful learning activities will usually cause students to clamor for your course offering. Show students the career potential of a vocational sequence, and there is likely to be even greater interest.

Teachers should provide students the benefit of their counsel with respect to sequences and curriculums best suited to their individual career needs. They should be encouraged to promote offerings that will help students in their post-high school educational or career aspirations. Efforts must also be made to advertise the value of the personal-use business subjects. Provide parents with course and program descriptions that will enhance their understanding and appreciation of the program's potential.

This bulletin attempts to provide ideas for promoting better program understanding on the part of school personnel, parents, and students. It may generate a variety of activities which you have been considering but which now deserve your more immediate effort.

The Bureau is particularly indebted to Julian Milkes, Chairman, Business Education, Northport Senior High School, for his permission to utilize many of the guidance and public relations activities carried on in his school system as the basis for this publication.

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Program Visibility

In the paragraphs that follow, a number of suggestions are provided that will assist with student recruitment. The business education staff should make use of several of these activities to promote maximum program visibility and understanding.

- A few weeks before student schedules are to be planned for the ensuing year, prepare a letter that can be sent to all parents of prospective ninth graders. If business education courses are offered in the earlier grades, the letter might be sent before or at that time. Refer to Exhibit 1 as an example of such a letter.

With the letter, you may wish to include descriptions of each of the business courses and the grade levels where they are typically scheduled. The article (Exhibit 2) from Changing Times, the Kiplinger Magazine, would make a very desirable enclosure.

- Most school districts develop a news letter to be sent periodically to residents. An explanation of the various facets of Career Education would be very helpful to parents. (Write for Bulletin 203, The Role of Business Education in Career Education.)

- Invite fifth and sixth graders to the business department for a first-hand look at the various aspects of the program. A slide presentation may be developed to be used in conjunction with the visit. Such a presentation might be devoted to "careers in business" and be accompanied by a "pep talk" similar to that provided in Exhibit 3. The slide presentation may also be useful in subsequent career education activities. The audio-visual specialist in your school will undoubtedly be able to be of assistance in its development.

As part of the visitation, seventh and eighth grade typewriting students might be asked to put on a demonstration of their skills. A creative flyer (Exhibit 4) should also be prepared that can be taken home to parents.

- Arrange a visit to the junior high schools and include a slide presentation depicting various careers in business and the educational programs in the high schools which prepare for these careers. Exhibit 5 illustrates imaginative passout materials which might be provided each student. If possible, all junior high school students might also be given an opportunity to tour the high school facilities. Such a tour might be arranged to include several of the elective areas.

As students are escorted through the various areas of the school, the display areas of the business education classrooms should be attractively arranged to promote various facets of the program.

As a souvenir, provide each student with an imaginative pass-out piece. (See Exhibit 6, The Monopoly Page. The various business education programs or courses might be described briefly on the reverse side of such a page.)

- Develop course listings and descriptions which can be made available to tenth- and eleventh-grade students. (See Exhibits 7 and 8.) Provide these students an opportunity to ask questions with regard to the various course offerings. If you are unable to meet with these students in small groups (such as during an activity period, or an English or Social Studies class), develop an exhibit which can be displayed in the main school rotunda. Brochures should then be available for distribution. Exhibit 9 illustrates a cover design appropriate for a description of course offerings. Keep the descriptions short. Handouts similar to Exhibit 10 might be used to dramatize the need for marketable skills regardless of a pupil's post-high school educational plans.

- Develop an exhibit for "open-house" night that will explain various aspects of business education to parents. Use photographs, awards earned by students, or a continuous slide presentation as part of the exhibit. Handout literature should be available for the passerby. Students might also demonstrate equipment or, if one is available, participate as a member of a model office.

- The business education staff should become involved in various extracurricular activities and school functions. As parents and students become aware of you and your teaching assignment, interest in business education will also grow. Your personal talents in dramatics, music, and other areas may also be used to advantage as a club sponsor. An effective youth organization sponsored by the business department makes a major contribution to pupil interest in their schooling and their receptivity to the total business education program.

- Use the synchronized filmstrip-tape presentation developed by the Bureau of Business Education to provide students and parents the opportunity to learn more about the careers for which the business education department prepares. The multi-media presentation can be used in a variety of ways. It may be shown to junior high school or ninth grade classes; it may be made available for use in individual study carrels in the school library; or it may be presented to PTA or other adult groups.

The presentation is prepared for your geographic area of the State. The narration guides the viewer through a combination of graphic presentations, cartoons, and photographs which describe the economic development of the area, the impact of business upon the State and local community, the variety of business and office careers that are available, and the high school business programs which prepare for career options later in life.

Program Understanding and Promotion

- Hold numerous information-sharing sessions within the department to make certain your own staff is completely familiar with all course offerings and with what each member of the staff is doing. It is vital that the staff be able to answer student questions regarding all business programs and provide up-to-date information on career potentials and job requirements. Students turn to their business teachers frequently for career assistance.

- Adopt the philosophy that a portion of each course must be devoted to program understanding and promotion. Make it clear to students just how business subjects lead to personal-use as well as marketable skills. Satisfied students and favorable word-of-mouth advertising by students can be excellent enrollment boosters.

- If your school designates a particular day as Curriculum Day, each teacher in the department should take advantage of this opportunity to explain to students valuable offerings of the department that should be considered upon completion of their present course. At one school, a special issue of the school newspaper is published during Curriculum Week to provide students and parents a description of courses to be offered the following year.

- Distribute "interest sheets" to students presently enrolled in business courses a few weeks prior to the time they are called upon to fill out their schedule for the ensuing school year. You'll spot courses where enrollments may be dropping off and need special attention. (See Exhibit 11.)

- Capitalize on the career education materials developed in New York State and nationally for general business. (Contact the Bureau for a bibliography.) Invite stenography, bookkeeping/accounting, and office practice teachers into General Business and Typing I classes to highlight the sequences and resultant careers for business education majors.

- Invite graduates into your business classes for testimonials of the earning power and job satisfactions gained through business competencies acquired in your classes. Share correspondence from former students on their career experiences.

- Above all, capitalize on the know-how of other schools. Visit business education departments that successfully attract students. Invariably, you will find that program promotion pays dividends.

Honor Societies and Awards Banquet

Have you utilized a Business Education Awards Banquet to publicize your department? Your entire school community will benefit from the evidence of your students' achievements.

What are some of the ingredients that help to make this event such a profitable experience for your department as well as for your students?

- First of all, a series of contests must be planned by the business education staff that will challenge your students. The contests must generate student interest and stimulate their desire to excel.

- A Contest Day must be arranged when the various contests are actually held. Contests can be designed in various subject areas or in special competencies such as public speaking, parliamentary procedure, and display.

- An awards banquet is scheduled when students and their parents are invited to the school for the awarding of trophies and certificates to contest winners. (See Exhibits 12 and 13.)

- A Business Honor Society may also be initiated as part of the awards banquet. Outstanding business students are voted by the society for membership. (See Exhibit 14.)

- Certificates for outstanding service may also be awarded to Cooperative Office Work Experience students as well as to the cooperating employer. It may be possible under these circumstances to include in the banquet invitations to all cooperating employers.

- Invite a dynamic community speaker to address the banquet and develop an attractive passout piece that can be carried home by each participant.

- Be sure to include the following items in the program booklet for the awards banquet:

  - A listing of the board of education, chief school administrators, and business department staff
  - A short article written by the President of the Business Honor Society
  - A listing of employers participating in the cooperative work experience program
  - A listing of the contest winners
  - A listing of students participating in the cooperative office skills program
  - An article by the Department Chairman highlighting the accomplishments of the business education program for the year

To create additional interest, ask for volunteers from the junior high school to act as waiters and waitresses. If business education is taught in your junior high school, one or more of the contests might also be designed to generate their interest.

An honor program and awards banquet is an excellent public relations vehicle for your department. Obviously, press releases and pictures of the event that can be posted in the school corridors or classrooms extends the public and student understanding of the achievements of your department throughout the total community. And don't overlook the student interest in business education that is developed by each of the student participants.

Guidance Relationships

Good relationships with your guidance staff are especially valuable to a business department. Every effort should be made to keep your guidance department well informed on any program or curriculum changes that might affect student program planning. Make a habit of stopping by the guidance office frequently. You may, in fact, want to invite a guidance counselor to sit in on one or more business classes periodically so he can appreciate the nature of the course and be able to advise students more effectively as to course content. (See Exhibit 15.)

On an annual or biennial basis, arrange a joint meeting of guidance staff for grades 7 through 12, the junior and senior high school administrators, and members of the business education staff. Use this meeting to convey major program plans or thrusts to these key individuals. It may be advisable to provide course definitions to each participant, especially if new courses have recently been introduced or there have been problems in grade placement or in attracting students who can benefit from the instruction. (See Appendix B, Exhibit 16.)

Have you considered inviting one or more members of the guidance staff (or a school administrator) to one of your regularly scheduled meetings for the business education teachers? This can be valuable when the meeting is to be devoted to a discussion of a potential new course or to appropriate course and program sequences.

It is helpful to the guidance staff if they can be provided a business education handbook which presents in chart form the major business education career clusters (Office-Clerical, Secretarial, Accounting, and Data Processing). You should also provide an accurate list of the three-unit sequences available in the department. (See Exhibit 17 for an example.)

Be sure to visit the guidance office frequently during the weeks that students are planning their program for the following year. Offer your services to the staff on complex matters which relate directly to the business education department.

Have you invited guidance personnel to your classes to participate in "mock" interviews? Ask the counselor to act as a prospective employer or college admissions officer. You will find this to be a very rewarding experience for your students. The counselors get to know your program and students more intimately as well.

At special education guidance assemblies or grade-level meetings with parents, the business education staff has an unusual opportunity to provide program input. These sessions frequently become rather routine with each subject matter chairman explaining his particular department's offerings. Try to vary this routine with a novel presentation. A short three-minute, one-act play was used in one school, and its message seemed to stimulate unusual interest and attention. As the staff commented later, "Our enrollments the following year went off the chart."

Skit for Guidance Assembly

Narrator: The Business Education Department thought you would like a break from the traditional this evening. We have, therefore, prepared the following stage show.

(Curtain opens--spot on. Scene includes desk, wastebasket, and two chairs, one for interviewer and one for applicant. Interviewer appears to be busy at desk shuffling applications as narrator continues....)

Narrator: The personnel manager of the "Terra Lacus" (that is the name of our yearbook) Manufacturing Company is interviewing several candidates for an opening in his firm. The interviewer is Mr. Jones and the person being interv.ewed is Miss Smith. The names have been changed to protect the innocent. (Interviewer calls, "Come in please.")

Interviewer: Good afternoon, Miss Smith. I have your application here, but frankly this has been a hectic day and I haven't reviewed it yet. Tell me why you have applied here, Miss Smith.

Smith: Well . . . I just graduated from college and I am looking for a position.

Jones: Fine, Miss Smith, what kind of a program did you take in school?

Smith: (With confidence). . . Liberal arts all the way. I have an excellent education.

Jones: Fine, Miss Smith, we have openings for secretaries, receptionists, and in the data processing and accounting departments. Do you qualify for any of these positions?

Smith: I graduated in the top third of my class in high school.

Jones: Fine, Miss Smith, but what expertise would you bring to our business?

Smith: I also graduated from college with honors and...

Jones: (Interrupting). . . That's wonderful Miss Smith, but what can you do? What specific job skills do you have that might benefit Terra Lacus? Can you type? Do you take shorthand? Have you learned any accounting? Can you operate a business machine?

Smith: (Hesitatingly) . . . No. . . (Pause) . . .
Gee, Mr. Jones, nobody ever told me I would have to qualify for a job with my educational background.

Jones: I am sorry, Miss Smith. You really do have a nice personality, and I share with you your satisfaction of a fine education, but I need specific job skills.

(Rising). . . Thank you for considering Terra Lacus. We will keep your application on file (as he unobtrusively drops it into the waste basker) and we'll call you if . . . (Fade out)

Narrator: Into which file do you think that application will go?

(Lights up. Pitch continues in a conceptual way with getting students to think "jobs" and marketable skills.)

Appendix A

Exhibit 1

Business Education Department
_____ Public Schools
Winter, 197_

Dear Parent:

Now that your child is enrolled in the eighth grade, (he/she) will soon be faced with the opportunity to plan a high school program. Because the planning of a high school educational program is such an important step, it should be made only after consultation with you, his guidance counselor, and perhaps others. Obviously, your child's program of studies in high school should be the springboard for (his/her) future success in a chosen career.

Consider the following statistics published by the Administrative Management Society:

- One out of seven people in today's labor force is in office work.
- Seven office workers are needed to support one scientist.
- Office workers represent the second largest employment group in the United States.
- The unemployment rate for office workers is well below the national average.
- A business background in high school will be helpful to those who major in business administration in college.
- Colleges ordinarily accept business education students for college entrance.

In order that you may discuss the various business education offerings available in our school district, I should like to acquaint you with several of the courses.

Grade 9	General Business, Introductory Typewriting
10	Typewricing I, Business Mathematics, Shorthand I
11	Business Law, Advanced Typewriting, Office Practice I, Shorthand II/Transcription, Introduction to Data Processing, Cooperative Work Experience, Bookkeeping and Accounting I
12	Advanced Bookkeeping and Accounting, Office Practice II, Cooperative Work Experience

In addition to the courses listed above, which are designed to prepare graduates for direct entry into office careers upon graduation, the following courses are designed especially for college-oriented students during the 11th and 12th grades:

College Accounting
College-Bound Typewriting and Notetaking
College Typewriting
Introduction to College Business Administration
Senior Intensive Secretarial Program

Your child's success and happiness in high school and in later life often depends upon the careful selection of a suitable high school program of studies. Please feel free to call the school for an appointment with a member of our Guidance Staff or Business Department.

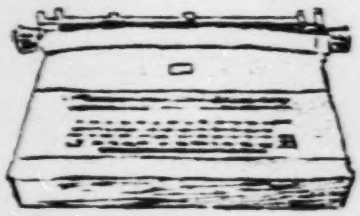
Cordially yours,

_____

Chairman

P.S. We thought you might enjoy reading the attached article from Changing Times, The Kiplinger Magazine.

Go ahead, take that typing course



THE QUESTION comes up in junior high and senior high . . . in college . . . during summer vacations . . . after you're earning a living or keeping house: Should you take a typing course? The answer for most people probably is yes.

If you can come up with a good reason *not* to learn to type, you're an exception. Just look at the reasons why you should.

In school. Studies of elementary school children given experimental typing courses have shown that their composition work improves, both in depth and creativity, as they master the keyboard; their spelling gets better, too. Learning to type that early may not be essential, but at high school level a skilled typist has a clear advantage, particularly in producing term papers. It's a laborious task to turn out a finished paper in longhand, even when your handwriting is excellent. The speed offered by typing notes and drafts, as well as the finished product, greatly simplifies the task, and legibility is guaranteed.

The more education you plan to get, the more valuable typing ability becomes. Most colleges require that papers be typed, yet few four-year colleges offer typing courses. A college student without typing skill must either pay someone to type a final draft or else pick it out key by painstaking key.

In business. No matter what your career, the ability to type will serve you well. Most job application forms ask if you can type, even though it seemingly has nothing to do with the particular job you're seeking. That's because the typewriter no longer is regarded as the exclusive property of the office stenographer, but is considered a communications tool. Knowing how to use it can only be a plus on your job applications.

Even for the man with a secretary—a lawyer, for example—the ability to type is still an advantage. If he can type his notes, drafts and instructions, it saves valuable time for both.

At home. Just think how many forms you have to fill out that say "please type or print." Typing does not remove the nuisance, but it at least eases the work. It also reduces the danger of errors being fed into a computer because your printing wasn't easy to read.

As a typist, you can work at home as a volunteer for your favorite community project or take on the job of club secretary. Women always have recipes to be copied and filed or passed on to friends. Keeping up with correspondence becomes simpler.

What you'll learn

IN A BASIC typing course, you'll learn the keyboard and become familiar with other typewriter parts. You can probably work up to about 40 words a minute by the end of one semester, which is all you'll need for the simplest typing chores. Once you've hit that magic number, your speed picks up as you continue to use the typewriter—it's essentially a matter of practice and more practice.

Nearly every high school in the country offers typing courses, both in the regular curriculum and in adult education programs. Some give a choice of "business typing" or "personal typing"; the latter is a simplified course designed to teach only the fundamentals, with less emphasis on speed, to students who need typing for school work or for personal use.

A student who can't fit typing into his regular class schedule can pick it up in summer school or at a local business college. There are home study courses, too, but this probably will take longer. You're better off with an instructor who can watch your progress, correct your errors and suggest ways for you to increase your speed at a steady pace.

At the rate the typewriter keyboard is coming into use as a means of speeding communication, sooner or later you'll probably be faced with operating one. You'll be a jump ahead if you face it now and get used to striking the right key the first time.

Career Education Activity

The script provided below can be used with fifth and sixth grade classes in conjunction with a slide/tape/overhead Orientation to Business program.

The transparency, "Think about your life, Pippin...," should be projected on the screen while music from the Broadway show, "Pippin," is played, thus getting students "in the mood" for the presentation. The script (below), recorded on a tape recorder, together with the series of slides depicting activities taking place in the business department, can then be used to open the orientation program.

Following this opening phase of the program, discuss with the class what was projected. This may clarify their understanding of what was actually taking place. Try to identify aspects of the business education program that students would like to explore in greater depth at a later date.

Conclude the orientation program with a short tour of the business education facilities. Explain the function of several of the office machines and how students are able to learn through participation in a model office. Be sure to have a brochure available for courses available in the business department.

The Script

Song from Pippin--"Think about your life...."

Just like Pippin, who was thinking about what he wanted to do with his life, we'd like to spend a few minutes with you today exploring the world of business. Too often we think of business in terms of a typewriter or a cash register; but stop for a minute and let's explore the ways that business touches each of our lives.

From the moment we get out of bed, there is not a part of the day that isn't touched by business. A business pumped the water to our homes so we could wash; a business produced the refrigerators used to store and preserve our food; and a business produced the stoves in our homes to prepare many of the foods that we eat. A business manufactured the automobile, school bus, or train that brought us to school or your parents to work. A business produced the materials to build this school and the merchandise for sale in our local stores. And so it goes; there's not a part of our life that isn't touched by business.

And consider how our lives have been touched by just one of the many machines used by business--the computer. The pay checks that your father, mother, or older brothers and sisters bring home, the bills for items charged at department stores or for gasoline and oil charged at a service station, and the utility bills sent to your home each month by the gas and electric or telephone company are just a few examples of ways in which the computer aids us in our daily living.

It is hard to conceive of an activity that occurs in the course of our daily lives that was not in some way connected with the world of business.

From reading your local newspaper or from watching television, you are certainly aware of a major concern of our country and the world of business--the business recession and accompanying unemployment. People throughout our country must be employed productively if our country is to enjoy prosperity, and business must be able to sell goods produced if they are to succeed. When the products and services of business are not fully used, we experience the unemployment and family hardships such as we find today. Our government, together with business, must then find ways to reverse this trend and get our factories and stores producing and selling again at their full capacity.

What are we doing here in _____ High School to prepare people for this world of business and for the rise in white-collar jobs that is expected to take place in the years immediately ahead?

First of all, in the junior high school, a course in general business provides opportunities for members of the class to experience the work of running a business--a grocery store, an insurance office, a department store, or a bank. Through these and other businesses, the class learns how business operates and the opportunities of our free enterprise system. And if you are interested in becoming a more intelligent consumer, the business department offers a course that is concerned with Consumer Problems of the Teen-Ager. Here you will learn how to stretch your dollar through wise buying decisions.

While you are in junior high school, you will also have an opportunity to learn to use a typewriter--a skill useful both in the business world and in your own personal lives.

Once in high school, you will have the choice of several course sequences which prepare for employment in business. Furthermore, if you are interested in a career as a stenographer or secretary, you will have the choice of three systems for taking office dictation: symbol shorthand, alphabetic shorthand, or machine shorthand. I will try to show you what these systems are all about later in today's activities.

But perhaps you are interested in some of the clerical careers that do not require training in shorthand. In our high school, we have subjects which prepare you for many of these careers. A course in office practice, for example, prepares for careers in filing and for clerical jobs which involve the use of the typewriter, adding and calculating machines, and equipment used for copy duplication.

Then there is the whole area of accounting where marvelous career opportunities await. And what is accounting? It is simply a means of keeping business records and for gathering information needed by business to determine its profits and to plan for the future. We even have a computer that we use in some of our business classes and a special course in Introduction to Data Processing that helps students learn how computers are used to help business with its record keeping.

In the business department of our high school, we have even found a way to make grammar, spelling, and other English skills easy to learn through a course that uses the typewriter as a learning tool.

For the college bound, courses in College Accounting, Business Law, and Business Organization and Management are especially inviting.

I've saved the best for last--our business simulations. And what are these simulation experiences? They are classrooms where all the activities of an actual business are in operation. We organize a mock automobile insurance company where students sell automobile insurance to driver education students, process the policies, and settle claims like any regular insurance company.

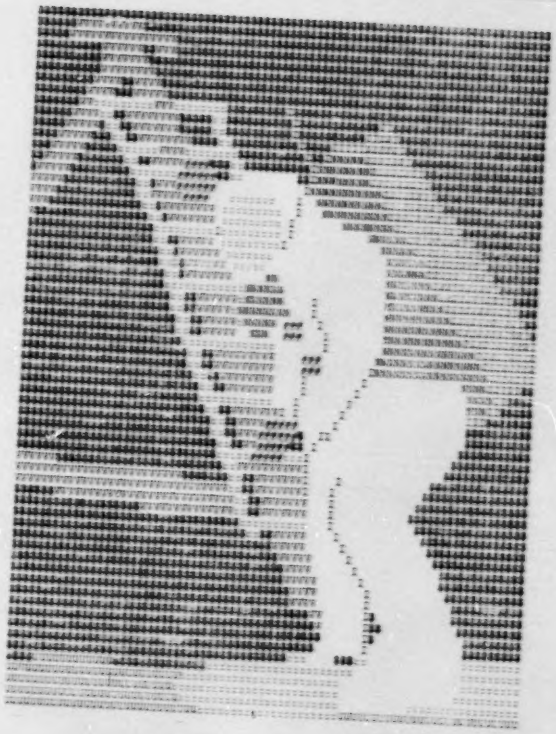
And perhaps of greatest interest for many students is the opportunity for actual work experience in our Cooperative Office Work Experience Program. Here, students earn and learn at the same time. Students from _____ High School work in most of our surrounding communities, performing actual job duties ranging from receptionist to secretary or bookkeeper. These students are excused from school early each day and spend approximately 15 hours a week at their job.

If you ever thought business was dull, or lacking in opportunities for a stimulating career, you haven't adequately explored the world of business and the opportunities in your business department for career preparation.

A visit to your business department will be a rewarding experience!

7th and 8th GRADE

Junior High Typing: One semester. Master the typewriter and see how easily you can use it in your everyday activities. Learn to type your own letters and hand in typewritten reports, essays, and term papers.

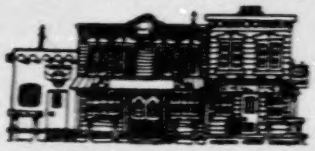


You'll be able to design your own artwork at the typewriter too. See each sample on this sheet.

STORY WITH A HAPPY ENDING

Seven students _____ went to _____ High

School and majored in BUSINESS. They studied Typewriting _____, General



Business _____, Bookkeeping/Accounting ,

Business Law _____, Office Practice

, Data

Processing _____, and Shorthand . They also studied

English , History ,

Science _____, and Math $\frac{t}{120 \times 12} = \frac{\frac{1}{4}}{10 \times 12}$ $\frac{t}{1440} = \frac{1}{960}$. They danced .

They played _____. And, then they graduated .

AND AT THEIR REUNION THEY FOUND....

One is now a Businessman.

One is a Typist.

One, a Stenographer.

One became a Bookkeeper.

One went to college and became a Teacher.

One went into Data Processing.

And, one is now a Receptionist.

SOPHOMORE MONOPOLY

FREE PARKING

(Time to THINK BUSINESS)

CHANCE

Try Introduction to College Business Administration (you won't be sorry)

BOARDWALK

Take a walk -- on second thought, don't walk, R U N to your guidance counselor and sign up for a business course T O D A Y!!!

GO →

(TOWARD the Cooperative Work Programs)

INCOME TAX

What a break: Take Bookkeeping and Accounting I of course . . . WHAT ELSE???

CHANCE

of a lifetime . . to try Typewriting or Advanced Typing

JAIL

We'll send a computer to visit. INTRODUCTION TO DATA PROCESSING.

LUXURY TAX

Do your figuring in MATH FOR BUSINESS. (You'll love it:)

COMMUNITY CHEST

Have you tried BUSINESS ENGLISH-TYPING, the new painless semester way to learn English . . .

GO TO JAIL

Time to think about BUSINESS LAW for a junior or senior elective.

CHANCE

of a lifetime . . THE NEW MINI-COURSES

COMMUNITY CHEST

Shorthand I OR Introduction to Court Reporting

24

Exhibit 7

IT'S GREAT TO BE A JUNIOR . . . AND WE'VE GOT GREAT THINGS
FOR YOU IN THE BUSINESS EDUCATION DEPARTMENT
(Just count them -- one by one)

- BUSINESS ENGLISH - TYPING. A new one-semester, half-credit course. Use the typewriter and see how easy it is to write and speak correct, effective English.
- PROBLEMS OF THE MODERN CONSUMER. A one-semester, half-credit course. Find out how to get your money's worth from every shrinking dollar.
- BUSINESS LAW. Do you know how to protect your legal rights? This course is a must for any forward-thinking citizen. Remember, the vote for 18-year-olds has been passed. Know your legal responsibilities!
- COLLEGE-BOUND TYPING AND NOTETAKING. A full-year course that enables the college-bound student to learn a rapid method of notetaking for college lectures and to develop typing skills. An alphabetic shorthand system is used.
- COLLEGE TYPING. A one-semester course for college-bound students who desire to master the typewriter and learn how to type letters, term papers, and other applications.
- INTRODUCTION TO COLLEGE BUSINESS ADMINISTRATION. A new, half-year course, telling it as it is about how business is organized and operated.
- INTRODUCTION TO DATA PROCESSING. This is a new, half-year course where you will learn data processing terminology, about electronic systems, and occupational opportunities in the field. The course also provides a brief introduction to computer programming.
- SHORTHAND I. You'll learn the theory of a popular system, develop a beginning speed of 60 words a minute or more, and be introduced to typing from your own shorthand notes. Good secretaries are hard to find in the business world. Here's your chance to fill one of the vacancies.
- OFFICE PRACTICE I. A one-year, one-credit course. There's never a dull moment in this course. You'll work with a group on such units as advanced typing; machine transcription; filing, adding, calculating, and bookkeeping machines; and several duplicating processes. There's so many things to do, you don't have time to be bored. Learn the basic machines and then go on to Office Practice II.
- ADVANCED TYPING. A one-year, one-credit course. Develop additional speed and skill at the typewriter. You'll be typing all kinds of business papers. Toward the end of the year, you'll be working on actual projects used by offices in the business world. This is a terrific course for making yourself an accomplished typist.
- BOOKKEEPING AND ACCOUNTING I. A one-year, one-credit course. Records are so vital to today's world, particularly with taxes surrounding us on all sides, that it's important for everyone to know how to keep an accurate account of business and personal activities.
- MATH FOR BUSINESS. A one-year, one-credit course. Learn all about "figures" the easy way. This course will satisfy your math graduation requirement. You'll find out how practical math can be when it's related to the "come-alive" business world.
- We would be remiss if we didn't remind you of the Cooperative Work Experience, earn-and-learn program. Earn money and school credit while participating in the world of work.

DON'T PASS UP THESE OPPORTUNITIES. THE BUSINESS
DEPARTMENT WANTS <u>Y O U</u>.

BUSINESS LAW AND CONTEMPORARY LEGAL PROBLEMS (One-year, one-credit course)

Prerequisites: None

Recommended for: All students in Grades 11 and 12

Business Law is an elective course designed to develop an understanding of law involving an individual's contractual rights and obligations. Illustrative court case problems are used to develop legal reasoning and problem solving in such areas as automobile insurance, employment, motor vehicles, and contracts. Field trips to the New York State Supreme Court and classroom presentations by local attorneys are part of the course. The course is an excellent foundation for further study in related fields including accounting and business administration. A Regents examination is available to those students desiring Regents credit.

COLLEGE ACCOUNTING (One-year, one-credit course)

Prerequisites: None

Recommended for: Juniors and Seniors planning to attend two- or four-year institutions of further education

This is a one-year, intensified accounting course based upon a college level test. The student will advance from basic accounting concepts through such diversified areas as taxation, partnerships, and corporate formation. Successful completion of the course qualifies the student for three to six college credits upon passing the College Proficiency Examination in Accounting. This examination as well as a Regents examination is optional on the part of the student. This course is an excellent foundation for students who plan to major in business administration, pre-law, or accounting at a two- or four-year college. Advanced placement is optional.

SENIOR INTENSIVE PROGRAM IN STENOGRAPHY (One-year, two-credit course)

Prerequisites: None. Typewriting preferred.

Recommended for: Academic students wishing to develop a skill in shorthand, typing, transcription, and business machines

This one-year, two-period secretarial course is designed for the above average high school junior or senior (male or female) who has had little or no previous business education instruction. The course is designed for academically oriented students who want secretarial training for a part-time job while in college, for summer employment, for immediate office employment upon graduation, or as a foundation for college business education. Interested students may apply for the Work Experience Program.

SENIOR INTENSIVE PROGRAM - BUSINESS ADMINISTRATION (one-year, two-credit course)

Prerequisites: None

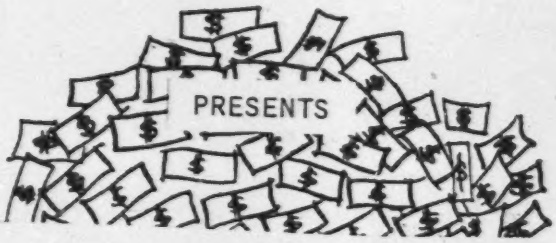
Recommended for: Juniors and seniors in academic programs

This special course is designed for above-average pupils who have had no previous business courses involving accounting skills. It meets a minimum of ten periods each week, and students are expected to use their free time for additional study. This program compresses one year of Accounting and units in Business Administration, Business Economics, and Business Law into a stimulating and challenging course for college bound seniors.

Exhibit 9

Look

THE BUSINESS EDUCATION DEPARTMENT



DOLLAR POWER

(A MELODRAMA IN MANY ACTS)

_____ PUBLIC SCHOOLS

Exhibit 11

BUSINESS EDUCATION DEPARTMENT

STUDENT INTEREST SHEET

Title of Course _____

To the Student:

Now that the curriculum manual for business education has been discussed, please fill in the information requested below if you are interested in the course offering identified above. Course sheets for each of the other business subjects available next year will be circulated during this class period.

	Student's Name	Home Room	Present Grade Level
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

Exhibit 12

PROGRAM

Toastmaster: _____, Principal
_____ Junior High School

DINNER

Welcome: _____, Principal
_____ High School

Guest Speaker: _____, Senior Vice President in charge of Branch Administration, _____ National Bank

* * * *

PRESENTATION OF AWARDS

Business Honor Society _____
Superintendent of Schools

Business Department Awards _____, Chairman
Business Education Department

Slide Presentation: An Overview of the Cooperative Work Experience Program
_____, Coordinator

Cooperative Work Awards _____ & _____,
Coordinators, Work Experience Program

Outstanding Business Education Work Experience Awards
_____ & _____,
Coordinators, Work Experience Program

(County or Regional Business Teacher Association) Outstanding Business Education Senior Award

_____
Principal, _____ High School

Business Honor Society Awards

_____, President
Business Honor Society

Exhibit 13

B U S I N E S S E D U C A T I O N A W A R D S

CONTEST WINNERS
197_

	AWARD WINNER	HONORABLE MENTION
COLLEGE ACCOUNTING		
BEGINNING BOOKKEEPING AND ACCOUNTING		
ADVANCED BOOKKEEPING AND ACCOUNTING		
BEGINNING OFFICE PRACTICE		
ADVANCED TYPEWRITING		
BEGINNING TYPEWRITING		
COLLEGE-BOUND TYPING AND NOTETAKING		
INTRODUCTION TO COLLEGE BUSINESS ADMINISTRATION		
INTRODUCTION TO DATA PROCESSING		
ADVANCED SHORTHAND		
BEGINNING SHORTHAND		
BUSINESS MATHEMATICS		
BUSINESS LAW		
BUSINESS ENGLISH-TYPING		
GENERAL BUSINESS		
_____ JHS		
_____ JHS		
_____ JHS		
OUTSTANDING EMPLOYEES OF THE MODEL OFFICE		

Exhibit 14

BUSINESS HONOR SOCIETY

Membership in the BUSINESS HONOR SOCIETY is based on an overall school average of 75, an average of 85 in three or more business subjects, and recommendation by the Business Department faculty.

CURRENT MEMBERS
(Elected as Sophomores and Juniors)

NEW MEMBERS

SENIORS:

JUNIORS:

SOPHOMORES:

OFFICERS (197_-7_)

_____, President _____, Vice President
_____, Secretary _____, Treasurer

PLEDGE

"On my honor as a member of the BUSINESS HONOR SOCIETY I will do my best to represent the ideals of the organization--Excellence, Competence, and Distinguished Attainment--so that I may participate more effectively in my business and community life of which I will soon become an integral part."

Exhibit 15

Automatic Business Data Processing
Curriculum

	9th Year	10th Year	11th Year	12th Year
Core	Ninth Year Math or Business Mathematics		Bkkg. and Acctg. 1 Auto. Bus. Data Prcsg. 1	Automatic Business Data Processing 2
Options (Minimum of one required)	General Business	Typewriting 1		Business Mgmt. or Office Practice* or Bkkg. & Acctg. 2 or Business Law or Related Occupational Elective

*Typewriting is a prerequisite.

Illustrative Occupational Objectives

213.782 Tabulating Machine Operator
213.885 Sorting Machine Operator
219.388 Coding Clerk (clerical)
213.382 Digital Computer Operator
213.382 High-Speed Printer Operator
213.382 Computer Peripheral Equipment Operator

STENOGRAPHIC
Curriculum

	9th Year	10th Year	11th Year	12th Year
Core		Typewriting 1 Shorthand 1	Shorthand 2 and Transcription	Secretarial Practice
Options (Minimum of one required)	General Business		Business Law or Bookkeeping and Accounting 1 or Related Occupational Elective	

Illustrative Occupational Objectives

201.368 Secretary
202.388 Stenographer (clerical)
208.588 Transcribing Machine Operator

BOOKKEEPING AND ACCOUNTING
Curriculum

	9th Year	10th Year	11th Year	12th Year
Core		Business Mathematics Typewriting I	Bookkeeping and Accounting 1	Bookkeeping and Accounting 2
Options (Minimum of one required)	General Business		Business Law	Automatic Business Data Processing 1 or Office Practice 1 or Business Management

Illustrative Occupational Objectives

210.388	Audit Clerk	219.588	Posting Clerk
210.388	Bookkeeper (clerical) I	215.488	Payroll Clerk
	Bookkeeper (clerical) II	219.388	Billing Clerk (clerical) II
218.488	Accounting Clerk (clerical)	219.388	Timekeeper (clerical)

GENERAL OFFICE -- CLERICAL
Curriculum

	9th Year	10th Year	11th Year	12th Year
Core		Typewriting I	Office Practice I	Office Practice 2 or Automatic Business Data Processing I
Options (Minimum of two required)	General Business	Business Mathematics	Business Law or Related Occupational Elective	Bookkeeping and Accounting 1 or Recordkeeping

Illustrative Occupational Objectives

203.588	Typist (clerical)	216.488	Adding Machine Operator (clerical)
206.388	File Clerk (clerical) I	216.488	Calculating Machine Operator (clerical)
207.782	Duplicating Machine Operator (clerical) II, III	209.588	Clerk, general
208.588	Transcribing Machine Operator	223.387	Stock Clerk
209.388	Clerk-Typist (clerical)	223.388	Inventory Clerk
213.582	Key-Punch Operator	237.368	Receptionist (clerical)
214.488	Billing Machine Operator (clerical)		

Appendix B

Curriculum Guide 75-6

Business Dept.
BASIC TYPEWRITING I
1 unit of credit - 40 weeks
Prerequisites: None
BOOKKEEPING AND ACCOUNTING I
1 unit of credit - 40 weeks
Prerequisites: None
BASIC SHORTHAND
1 unit of credit - 40 weeks
Prerequisites: Knowledge of typing or currently enrolled in a typing course.
INTRODUCTION TO COURT REPORTING
1 unit of credit - 40 weeks
Prerequisites: Knowledge of typing or currently enrolled in a typing course.
COLLEGE BOUND TYPING AND NOTETAKING
1 unit of credit - 40 weeks
Prerequisites: None
INTRODUCTION TO DATA PROCESSING
1/2 unit of credit - 20 weeks
Prerequisites: None
COLLEGE ACCOUNTING
1 unit of credit - 40 weeks
Prerequisites: None
MATH FOR BUSINESS
1 unit of credit - 40 weeks
Prerequisites: None
ADVANCED TYPING
1 unit of credit - 40 weeks
Prerequisites: Knowledge of typing
COOPERATIVE WORK PROGRAM
ADVANCED SHORTHAND AND TRANSCRIPTION TRAINING [Machine or Gregg]
OFFICE PROCEDURES
1 unit of credit - 40 weeks
Prerequisites: Knowledge of typing
INTRODUCTION TO COLLEGE BUSINESS ADMINISTRATION
1/2 unit of credit - 20 weeks
Prerequisites: None
BUSINESS ENGLISH-TYPING
1/2 unit of English credit - 20 weeks Open to grades 10, 11 and 12. Prerequisites: Knowledge of typing.
OFFICE LAB
COLLEGE TYPING
1/2 unit of credit - 20 weeks
Prerequisites: None
PROBLEMS OF THE MODERN CONSUMER
1/2 unit of credit - 20 weeks
Prerequisites: None
SECRETARIAL LAB
units of credit - 40 weeks
Prerequisites: 1 year of shor
EXECUTIVE SECRETARIAL PROGRAM
1 unit of credit - 40 weeks
Prerequisites: None
INCOME TAXES, BUSINESS MACHINES, AND YOU
1/4 unit of credit - 10 weeks
Prerequisites: None
TYPING FOR INDUSTRIAL ARTS
1 unit of credit - 40 weeks
Prerequisites: None
TEENAGERS AND THE LAW
1/4 unit of credit - 10 weeks
Prerequisites: None

WORKSHEET FOR GUIDANCE COUNSELORS

Subject	Grade Placement	Schedule	Credit	Comments
Typewriting I	9, 10, 11, 12	5 days a week; full year	1 unit	Definitely for business majors. (Regents examination)
College Typewriting	11, 12	5 days a week; one term	½ unit	For college-bound students. Whenever possible, students should be encouraged to take College-Bound Typewriting and Notetaking.
College-Bound Typewriting and Notetaking	11, 12	5 days a week; full year	1 unit	An alphabetic shorthand system for notetaking is learned as well as typewriting.
Introductory Typewriting	9, 10	5 days a week; one term	½ unit	Typewriting I is recommended for students who are interested in developing "real" proficiency.
Advanced Typewriting	10, 11, 12	5 days a week; full year	1 unit	A course meant to meet individual needs of students. Should be scheduled for students who did poorly in Typewriting I, or for students who want to improve their speed and accuracy.
Shorthand I	10, 11, 12	5 days a week; full year	1 unit	Students should be encouraged to start a shorthand sequence in Grade 10. They may make a choice of alphabetic, symbol, or machine shorthand.
Shorthand II and Transcription	11, 12	double period; 5 days a week; full year	1½ units	This is a skill development course for students who have successfully completed Shorthand I (Symbol or Machine). There is a great deal of individual student attention. (Regents examination)
Secretarial Laboratory (formerly Secretarial Practice)	12	double period; 5 days a week; full year	1 unit	This is a finishing course for secretarial students. Students work in a model office for part of the year. The course provides excellent pre-employment training.

Subject	Grade Placement	Schedule	Credit	Comments
Senior Secretarial	12	double period; 5 days a week; full year	2 units	For the brighter student who decides she would like to obtain a secretarial skill. Students need not have typing skill before entering the course. (Course is patterned after New York State Bureau of Business Education Bulletin No. 189.)
Office Procedures (formerly Office Practice I)	11, 12	5 days a week; full year	1 unit	Excellent course for preparation of general clerical workers. Students should have knowledge of typewriting before entering the course or be taking typewriting concurrently. Includes filing, adding and calculating machines, duplicating, transcribing machines, elements of data processing, and work with business forms.
Office Laboratory formerly Office Practice II)	12	double period; 5 days a week; full year	1 unit	This is the finishing course for non-shorthand majors. This laboratory includes an office simulation.
Introduction to Court Reporting	10, 11, 12	5 days a week; full year	1 unit	This is a course in machine shorthand. There are tremendous job opportunities in offices and in court work for persons skilled in machine shorthand. Machine writers are accepted at a number of business schools and community colleges for advanced training.
Bookkeeping and Accounting I	10, 11, 12	5 days a week; full year	1 unit	Introduces students to elementary principles of accounting. Definitely a MUST for business majors.
Advanced Bookkeeping and Accounting	12	5 days a week; full year	1 unit	Prepares students for a variety of entry-level bookkeeping positions. (Regents examination)
College Accounting	12	5 days a week; full year	1 unit	This course is for college-bound students only. The class is organized on the individual progress method. Any student planning on majoring in business administration at the college level will profit from this course.

Subject	Grade Placement	Schedule	Credit	Comments
Business Mathematics	10, 11, 12	5 days a week; full year	1 unit	This subject will fulfill the mathematics requirement. It is excellent for students who plan to follow the bookkeeping sequence. Learning packets are used. (Regents examination)
Today's Business Law	11, 12	5 days a week; full year	1 unit	Excellent for business majors and for students planning on studying business administration at college.
Introduction to College Business Administration	11, 12	5 days a week; one term	½ unit	Students learn the fundamentals of business administration. They form an actual corporation, produce a product, market the product, and distribute the profit to stockholders.
Introduction to Automatic Data Processing	11, 12	5 days a week; one term	½ unit	This course covers the fundamentals of data processing. It provides opportunities for students to program and to test their program through the use of a computer terminal.
General Business	9	5 days a week; full year	1 unit	This course is important for all business education majors. It helps students to determine career objectives and provides a wealth of knowledge basic to all future business courses. A business community has been simulated. Career guidance is emphasized.
Cooperative Office Skills Program	11, 12	300 hours of on-the-job work experience in a business office	1 unit	Practical work experience is coordinated with classroom learning. This is an excellent bridge to employment.
Problems of the Teenage Consumer	9	5 days a week; one term	½ credit	Will be introduced this year for the first time. This course will provide a very valuable experience in consumer education for junior high school pupils.

Subject	Grade Placement	Schedule	Credit	Comments
MINICOURSES	10, 11, 12	10 weeks each	pass/fail or grade option	
Report Typing				The course provides experience in the typing of reports, themes, and term papers.
Business Machines				This course develops initial skills on electric calculators, adding machines, and duplicating equipment.
Starting Your Own Business				This minicourse introduces students to many of the facets of running a business of your own.
The Stock Market				This course provides a basic understanding of the operation of our stock exchanges. Stocks, bonds, and mutual funds are treated. A trip is planned to the New York Stock Exchange.
The Computer and Modern Day Living				Students are provided an insight into the multitude of purposes to which computers are put in today's society.

THREE-UNIT
VOCATIONAL SEQUENCES

Sequences and Emphasis		Sequence Components		
Seq. No.	Emphasis	Unit I	Unit II	Unit III
1*	**Bookkeeping and Accounting** USOE Classification 14.01 This sequence prepares the student for entry-level positions as a bookkeeper. Students who expect to specialize in this field should be encouraged to complete B/A 1 and B/A 2. D.O.T. Code — Illustrative Job Titles 210.388 Audit Clerk[1] 210.388 Bookkeeper(clerical) I 210.388 Bkkper(clerical) II 219.488 Acctg Clerk(clerical) 219.588 Posting Clerk 215.488 Payroll Clerk 219.388 Billing Clerk(clerical)II 219.388 Timekeeper(clerical)	Bookkeeping/Acctg 1	Bookkeeping/Acctg 2	Select one of the following: Aut.Bus.Data Processing 1 Business Mathematics Business Management (1 unit) Business Law Coop. Work Experience (300 hrs) General Business Office Practice 1 [2] Typewriting 1 An occupational course from another discipline related to the student's career objective
2	**Stenography** USOE Classification 14.07 This sequence prepares the student for entry-level stenographic positions. 201.368 Secretary 202.388 Stenographer(clerical)	Shorthand 1 [3]	Shorthand 2 and Transcription	Secretarial Practice or Coop. Office Work Experience (300 hours)

* Sequence numbers related to Handbook for Business and Office Education (1971)

1 Complete job description may be found in the Dictionary of Occupational Titles
2 Typewriting 1 is a prerequisite to Office Practice 1
3 Typewriting 1 is a prerequisite to or should be taken in the same year as Shorthand 1

Exhibit 17

Seq. No.	Emphasis	Unit I	Unit II	Unit III
4	Automatic Business Data Processing USOE Classification 14.02 This sequence prepares the student for a variety of entry-level positions in automatic business data processing. Students who expect to specialize in this field should be encouraged to complete ADP 1 and ADP 2. 213.782 Tabulating Mach.Operator 213.885 Sorting Mach. Operator 219.388 Coding Clerk(clerical) 213.382 Digital Computer Oper. 213.382 High-Speed Printer Oper. 213.382 Computer Peripheral Equipment Operator	Automatic Business Data Processing 1	Automatic Business Data Processing II OR Bookkeeping/Acctg 1 OR Typewriting 1	Select any one of the following: Auto.Business Data Processing II (if not used to meet Unit II) Bkkpg/Acctg 1 (if not used to meet Unit II) Business Mathematics Business Management (1 unit) Business Law Coop.Work Experience (300 hrs) General Business Office Practice 1 (Typewriting 1 is a prerequisite) Typewriting 1 An occupational course from another discipline related to the student's career objective
3	General Office Clerical USOE Classification 14.03 This sequence will prepare students for a variety of general clerical careers, emphasizing office machine operation. 203.588 Typist(clerical) 206.388 File Clerk(clerical)I 207.782 Duplicating Mach.Oper. (clerical) II, III 208.588 Transcribing Mach.Operator 209.388 Clerk-Typist(clerical) 214.488 Billing Mach.Oper(clerical) 216.488 Add.Mach.Oper.(clerical) 216.488 Calculating Mach.Oper. (clerical) 237.368 Receptionist (clerical)	Typewriting 1	Office Practice 1	Select any one of the following: Office Practice 2 Cooperative Office Work Experience (300 hours)

Seq. No.	Emphasis	Unit I	Unit II	Unit III
5	General Office Clerical USOE Classification 14.03 This sequence will prepare students for a variety of general clerical careers including machine transcription. 203.588 Typist(clerical) 208.588 Transcribing Machine Operator(clerical)II,III 209.388 Clerk typist(clerical) 216.488 Adding Mach.Operator (clerical)	Typewriting 1	Machine Transcription OR Office Practice 1 (Typewriting 1 is a prerequisite)	Select any one of the following: Auto.Bus.Data Processing 1 Bookkeeping/Accounting 1 Business Mathematics Business Management (1 unit) Business Law Coop.Work Experience (300 hrs) General Business Office Practice 1 (if not used in unit 2; Typewriting 1 is a prerequisite) Machine Transcription (if not used in unit 2) Recordkeeping An occupational course from another discipline related to the student's career objective
6	General Office Clerical USOE Classification 14.03 This sequence will prepare students for a variety of general clerical positions, particularly those emphasizing recordkeeping and basic office machine operation. 209.588 Clerk, general 223.387 Stock clerk 223.388 Inventory clerk	Recordkeeping 1	Office Practice 1 (Typewriting is a prerequisite)	Cooperative Work Experience (300 hours)

Seq. No.	Emphasis	Unit I	Unit II	Unit III
7	Business Administration USOE Classification 14.08 These sequences, announced subsequent to the printing of the Handbook for Business and Office Education, were designed for students who desire basic preparation in business organization and management. The sequences are recommended for students who may wish to pursue post-secondary educational preparation in business management at the college level or as part of a management training program provided by private industry. 169.168 Administrative Assistant 169.168 Chief Clerk II 169.168 Office Manager 169.168 Manager, General Office 223.138 Manager, Stockroom	Accounting 1 A locally developed accelerated one-year course emphasizing accounting concepts and approved by the Dept. for Regents credit	Business Law	Two of the following half-year courses: Bus.Org. and Mgt. (½ unit) Economics (½ unit) Business Psychology (½ unit) A locally developed course approved by the Dept. for Regents credit Introduction to Automatic Data Processing A locally developed course approved by the Dept. for Regents credit